DOCUMENT RESUME

ED 074 084 TM 002 446

AUTHOR	Soares, Louise M.; Soares, Anthony T.
TITLE	Interaction Analysis and Self Concepts of Student Teachers.
PUB DATE	Feb 73
NOTE	9p.; Paper presented at the American Educational Research Association's Annual Meeting, New Orleans, Louisiana, February 1973
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Comparative Analysis; *Educational Research; Higher Education; *Interaction Process Analysis; *Self Concept Tests; *Student Teachers; Verbal Communication
IDENTIFIERS	*Flanders Interaction Analysis

ABSTRACT

In comparing the pretest-posttest scores of student teachers, it was discovered that the group which had been exposed to the Flanders Interaction Analysis significantly increased their self-concept scores, whereas the control group not so treated did not. This result occurred whether the instrument measured self concept of the individual or self concept as a prospective teacher. The E group was also significantly higher than the C group on the posttest. It was concluded that, perhaps because of an increased awareness of the verbal interaction in the classroom and improved interpersonal climate, an increased self-image occurred. (Author)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 074084

TM 002 446

Interaction Analysis and Self Concepts of Student Teachers

Louise M. Soares
Anthony T. Soares

University of Bridgeport

Paper presented at American Educational Research Association's Annual Meeting -- New Orleans, Louisiana, February 1973.

Abstract

Interaction Analysis and

Self Concepts of Student Teachers

Louise M. Soares, University of Bridgeport
Anthony T. Soares, University of Bridgeport

In comparing the pretest-posttest scores of student teachers, it was discovered that the group which had been exposed to the Flanders Interaction Analysis significantly increased their self-concept scores, whereas the control group not so treated did not. This result occurred whether the instrument measured self concept of the individual or self concept as a prospective teacher. The E group was also significantly higher than the C group on the posttest. It was concluded that, perhaps because of an increased awareness of the verbal interaction in the classroom and improved interpersonal climate, an increased self-image occurred.

Interaction Analysis and Self Concepts of Student Teachers

Louise M. Soares, University of Bridgeport
Anthony T. Soares, University of Bridgeport

Most of the research exploring the effect of the Flanders Interaction Analysis (IA) has been concerned with the relationship of this form for structuring the observations of teachers' verbal behavior with student achievement. The correlation is consistently positive but low when the teacher's interaction is indirect rather than direct. Other studies have concluded that students have changed attitudes in a variety of ways as a result of their teacher's indirect verbal interaction. Most of these studies, however, extrapolate from teacher behavior (verbal interaction) the causes of student behavior (achievement and attitudes). The effect of classroom climate may thus be grossly exaggerated because of the many intervening variables not taken into account. Instead, it might be worthwhile to measure the contribution to the teachers themselves when they are made aware of their own verbal interaction with their students.

Therefore, the focus of the present study was upon the self concepts of student teachers both before and after their student-teaching internship when supervised by means of IA.

Design

Two groups each containing 33 college seniors majoring in education were randomly chosen: 21 females and 12 males in both the experimental and control groups. The E group was given a 3-to 5-day exposure to the Flanders' system prior to student-teaching. In addition, they performed a micro-teaching lesson and then did a matrix on their own lesson. In the ten weeks of their student-teaching experience the IA was used in their supervision and in the analysis of their verbal behavior. The C group did not receive this treatment, though all other aspects of student-teaching were the same for the two groups.

Both groups were administered two instruments of self concept before and after student-teaching. One is an inventory used extensively with all ages and all SES (Soares & Soares, 1969, 1970). It is a measure of Self Concept (SC) of the individual, containing 40 bi-polar traits separated by four spaces of distance. The other is a measure of Self Concept (SC_t) as a prospective teacher (Soares & Soares, 1968, 1971). This instrument contains 72 bi-polar traits in the same format.

Results

In the t-test analysis of mean SC scores, there was a significant change in the E group as a whole and in the male and female groups, but there was no corresponding increase in the C group (see Table 1). The

E group also showed a significantly higher mean score than the C group in the posttest though not in the pretest.

In the comparison of the Ss' self concepts as teachers (Table 2), significance occurred between the pretest and posttest of the E group as a whole and in the female E sub-group, but not in the C group. Again, there was a significantly higher mean score for the E group in comparison to the C group on the posttest though not on the pretest.

Conclusions

Though no cause-and-effect can be attributed to utilizing the Flanders' Interaction Analysis in a teacher-training program, there does seem to be a strong relationship between students being exposed to IA and their improved self-image. The two groups of student-teachers were the same in all important ways. The differentiating factor was the treatment procedure of IA in supervision for one group and not the other. It may well be that self-analysis of verbal behavior and awareness of the type of interaction between self and others--with the attendant reinforcement from improved classroom climate--contribute to the future teacher's confidence and self-esteem.

Table 1
Average Self Concept Scores
of Student Teachers

Group	Pretest M	Pretest SD	Posttest M	Posttest SD	t (pre-post)
Experimental (n=33)	20.29	6.96	25.46	4.64	-3.54 **
Male	20.77	7.24	26.00	5.01	-2.24 *
Female	18.55	8.15	25.07	8.66	-2.22 *
t(M-F	.73ns		.39ns		
Control (n=33)	23.76	7.63	22.55	4.10	.93 ns
Male	23.30	6.52	22.16	6.68	.24 ns
Female	24.35	5.90	22.69	5.87	.13 ns
t(M-F)	-.18ns		-.39ns		
$t_{(M_e-M_c)}$	-.90ns		1.59ns		
$t_{(F_e-F_c)}$	-1.63ns		.83ns		
t_{e-c} (total group)	-1.99ns		2.72 **		

* $p < .05$
** $p < .01$

Table 2
Average Self Concept-Teacher
Scores of Student Teachers

Group	Pretest M	Pretest SD	Posttest M	Posttest SD	$t_{(pre-post)}$
Experimental (n=33)	39.22	16.60	51.83	11.91	-3.17 **
Male	39.83	19.12	48.20	14.05	-1.22 ns
Female	38.94	14.91	51.56	12.96	-2.89 **
$t_{(M-F)}$	.14 ns		-.68 ns		
Control (n=33)	45.80	11.67	45.86	11.65	- .02 ns
Male	44.40	10.64	45.16	13.86	- .16 ns
Female	46.42	12.59	46.73	13.76	- .08 ns
$t_{(M-F)}$	-.49 ns		-.31 ns		
$t_{(M_e-M_c)}$	-.72 ns		.53 ns		
$t_{(F_e-F_c)}$	-1.76 ns		1.17		
t_{e-c} (total group)	-1.34 ns		2.13 *		

*p .05
**p .01

References

Soares, A. T., & Soares, L. M. Self-perceptions of student teachers and the meaningfulness of their experience. Journal of Teacher Education, 1968, 19, 187-191.

Soares, A. T., & Soares, L. M. Self-perceptions of culturally disadvantaged children. American Educational Research Journal, 1969, 6, 31-45.

Soares, A. T., & Soares, L. M. Self concepts of disadvantaged and advantaged students. Proceedings of the 78th Annual Convention, American Psychological Association, 1970, 5, 655-656.

Soares, A. T., & Soares, L. M. Interpersonal perceptions of student teachers. Paper presented at the Annual Convention of the American Educational Research Association, New York, 1971.

Soares & Soares. Self concepts of disadvantaged and advantaged students. Child Study Journal, 1970-71, 1, 69-73.

Soares & Soares. Comparitive differences in the self-perceptions of disadvantaged and advantaged students. Journal of School Psychology, 1971, 9, 424-429.

BIBLIOGRAPHY

(1) Campbell, J.R., & Barnes, C.W. Interaction Analysis--a breakthrough? Phi Delta Kappan, 1969, 50, 587-590.

(2) Amidon, E., & Flanders, N.A. The effect of direct and indirect teacher influence on dependent-prone students learning geometry. Jr. of Ed. Psych., 1961, 52, 286-291.

(3) Brown, G.I. Which pupil to which classroom climate? Elem. School Jr., 1960, 60, 265-269.

(4) Nelson, L. Teacher leadership: An empirical approach to analyzing teacher behavior in the classroom. Jr. of Teacher Ed., 1966, 417-425.

(5) Flanders, N.A. Teacher influence, pupil attitudes, and achievement. Wash., D.C.: U.S. Government Printing Office, 1965.

(6) Hough, J.B., & Amidon, E.J. An experiment in pre-service teacher education. Wash., D.C.: U.S. Government Printing Office, 1964.

(7) Moskowitz, G. The effects of training foreign language teachers in Interaction Analysis. Foreign Language Annals, 1968, 1, 218-236.